DOCUMENT RESUME

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ABSTRACT

The teacher inservice learning module described here focuses on developing skills and competencies for vocational teachers. The modules provide learning experiences that integrate theory and application. Each module culminates with criterion-referenced assessment of the teacher's performance of the specific competency. Information is provided on the purposes and content of the modules as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: PROFESSIONAL ROLE AND DEVELOPMENT (Performance Based Teacher Education - PBTE Series: Category I)

Publication Date(s): 1977

Intended Users: Inservice and preservice vocational teachers in all occupational areas interested in developing specific competencies

Grade Level(s): Secondary and post-secondary level

Number: Group or individual (working with a resource person)

Primary Focus: These eight modules are learning packets focusing on skills and competencies for vocational teachers. Each performance-based module is designed to teach a specific skill, and requires the user to demonstrate knowledge and performance ability in that skill.

School subject(s) and/or inservice topic(s) covered:

The modules focus upon competencies which have been identified and verified as important to successful vocational teaching. However, the concepts taught may apply to teachers in other subject areas as well. These eight modules concentrate on what the developers describe as "the responsibilities of the vocational teacher in serving his/her profession and advancing professionally."

What participant does in using the materials:

All of the module booklets in this category are similarly programmed. Participants work toward a "terminal objective" for each module; this requires demonstration, in an actual school situation, of the chosen skill. In order to reach this module goal, participants complete "enabling objectives" (that number between two and five per module) and do the related "learning experiences."

Resources:

Program participants will need the eight soft-cover module booklets and a resource person (an instructor, teacher educator, administrator who is skilled in the competency being studied). The resource person will guide participants through use of the program, and will assess their final learning activities. Supporting materials are available from the distributor. They include a Resource Person Guide, Student Guide, Implementation Guide and text.

Describer critique:

This category of the PBTE series addresses a topic of concern to teachers in all areas of education: professional role and development. The modules address some timely issues, and they teach competencies which are significant to all teachers who are interested in their own professional development.

CE20 (CE) teaching strategies - (TS) competency based education - (TS) professionalism TD

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U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

1.0 PURPOSES:

Rationale

These modules focus on "specific professional competencies of vocational teachers." According to the developers, "each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specific competency."

Goals

Each module has a "terminal objective," which represents the ultimate goal for participants using that module. The terminal objective always requires the user to demonstrate competency in a skill in an actual school situation. For example, for Module I-1, "Keep Up-to-Date Professionally," the terminal objective is: "While working in an actual school situation, keep up to date professionally. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form."

Objectives

Each module has a set of "enabling objectives," which are tasks designed to help the participant attain the terminal objective. For example, the enabling objectives of Module I-1 are:

"1. After completing the required reading, demonstrate knowledge of the concepts involved in, and evaluate your current position in terms of, keeping up to date in your profession.

2. After identifying available resources, use these resources to help you keep up to date in your profession and in your occupational specialty."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

There are eight soft-cover booklets in the Professional Role and Development category of the PBTE series:

I-1: "Keep Up-to-Date Professionally" (36 pp.) "This module is designed to aid you in learning how to keep up to date and in developing the attitudes and habits which will serve to keep you up to date in your career as an educator."

I-2: "Serve Your Teaching Profession" (32 pp.) "This module is designed to aid you in serving your profession by helping you become aware of the various ways you may serve it."

I-3: "Develop an Active Personal Philosophy of Education" (56 pp.) "This module is designed to help you develop the basic competencies you need in order to develop and maintain a personal philosophy of education and ethical standards."

I-4: "Serve the School and Community" (24 pp.) "This module is designed to assist you in developing the attitudes and competencies necessary to carry out your professional responsibilities in serving the school and community."

I-5: "Obtain a Suitable Teaching Position" (44 pp.) "This module is designed to clarify the procedures you should follow in locating and applying for a teaching position."

I-6: "Provide Laboratory Experiences for Prospective Teachers" (40 pp.) This module is designed "to help you learn about the important purposes of laboratory or clinical experience in the teacher education program and to give you guidance and practice in formulating plans for meaningful experiences."

I-7: "Plan the Student Teaching Experience" (40 pp.) "This module is designed to give you competence in planning the total student teaching experience."

I-8: "Supervise Student Teachers" (40 pp.) "This module is designed to give you the skill you will need to supervise student teachers in a vocational education program."

Sequence

The modules are intended to be studied in the order in which they are numbered.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The terminal objectives of all modules require the participant to demonstrate skill in the desired competency in an actual school situation, with a resource person assessing his/her competency. To this end, enabling objectives must be acquired and learning experiences must be completed. Participants may interact with each other or work on the modules individually. In either case, the resource person guides participants through the six programs.

3.2 Help given in use of product:

In addition to the directions given in the modules, the developers state that "information about the use of the modules in teacher education programs is contained in three related documents: Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials, and Guide to Implementation of Performance-Based Teacher Education.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each learning experience (that numbers approximately five to a module) has a self-check, where participants evaluate their understanding of the material by comparing their own answers to the ones provided in the Model Answers section of the module. Also, participants will be evaluated on their final learning experience by a resource person who rates performances on a teacher performance assessment form.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

No time structure is established by the developers. The program is flexible in the respect that participants may choose additional optional activities. A resource person (who may be an instructor, administrator, other teacher, etc.) is needed. The supplementary materials listed in the modules are not required. The final activity on each module requires demonstration of a competency in an actual school setting. Those who do not have access to a school when they are taking the program can complete the modules only up to the final activities; they may do the final activity later.

5.2 Distributor name/address:

American Association for Vocational Instructional Materials (AAVIM)
120 Engineering Center
Athens, Georgia 30602

(404) 542-2586

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
PROFESSIONAL ROLE AND DEVELOPMENT - PBTE Series Category I				
8 Modules	$15.48 total	no	1 set per participant	yes
Module I-1	$2.00			
Module I-2	$1.80			
Module I-3	$3.00			
Module I-4	$1.40			
Module I-5	$2.40			
Module I-6	$2.20			
Module I-7	$2.20			
Module I-8	$2.20			
Supplementary Materials				
1. Guide to the Implementation of Performance Based Teacher Education	$4.40	no	one	yes
2. Resource Person Guide to Using PBTE Materials	$5.00	no	one	yes
3. Student Guide to Using PBTE Materials	$1.20	no	1/participant	yes
4. PBTE: The State of the Art, General Education and Vocational Education	$3.40	no	1/participant	yes

Contact the distributor for information on these and other supporting materials.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The 100 learning packets in the PBTE series were developed by the Center for Vocational Education of the Ohio State University. Key project staff included: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fordig, Specialist; Lois G. Harrington, Program Assistant; Karen M. Quinn, Program Assistant.

6.2 How developed and when:

According to the developers, "The PBTE curriculum packages are products of a sustained research and development effort by the Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the Center and have made contributions to the systematic development, testing, revision, and refinement of these . . . training materials." The materials were developed over a five year period, and were continuously revised as a result of field-testing until their publication in 1977-78.

6.3 Evidence of effectiveness with users:

The developers note that "over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to the Center for revision and refinement."

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The modules are performance based. Learning activities, enabling objectives, self-checks, and particularly the terminal objectives, ensure that participants will acquire a demonstrable understanding of the material. Although the PBTE series is designed for vocational teachers, the competencies highlighted in this category (Category I) are applicable to teachers in all areas. The technical quality of the module booklets is good; graphs, illustrations, and charts help make the books interesting and understandable.

Content accuracy/social fairness/community acceptance issues:

The extensive research and field-testing which went into the development of this program attest to its content accuracy.

The material is free from racial, sexual or other bias.

Overall summary/comment:

The program is highly structured and demands effort and involvement on the part of users. The modules provide an environment in which vocational teachers can increase their knowledge of and ability to perform and improve their job skills on a continuing basis. The concepts taught in this category are of concern to teachers in any subject area; they offer some basic skills for inservice development which teachers will find valuable throughout their professional life.

TR-6/78